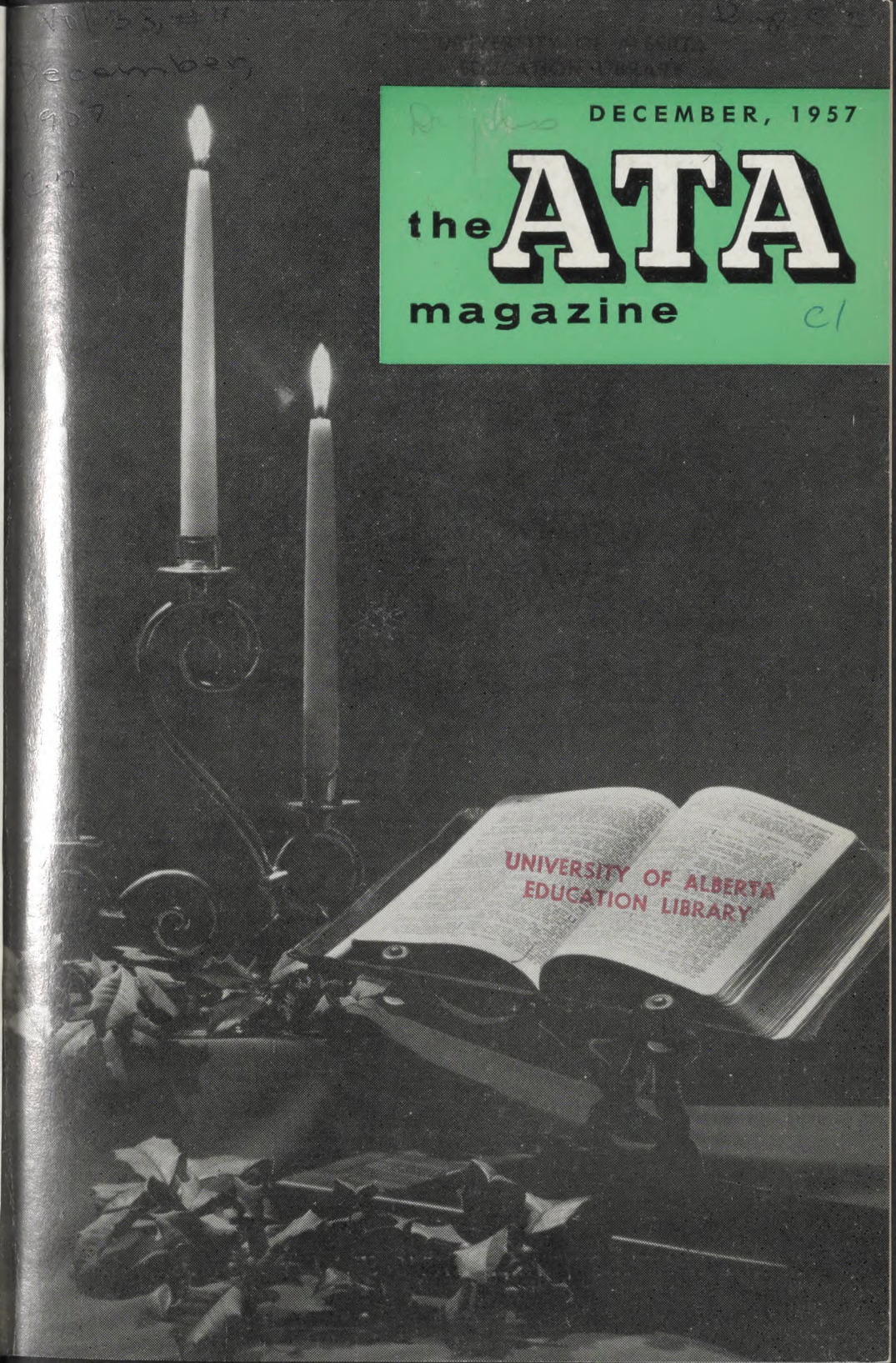


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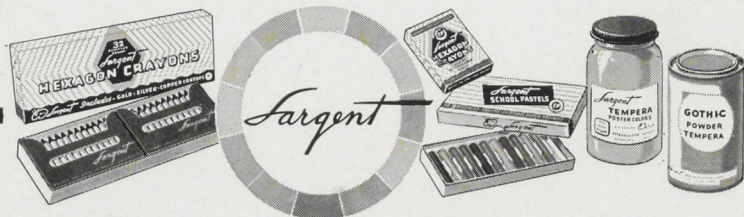
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# The Byline Beat

We welcomed Mr. Hearley's article, "Leadership in English Schools". Since 1945, Mr. Hearley has been one of Her Majesty's inspectors and at present is a regional inspector in Great Britain in charge of 12 other HMI's. Mr. Hearley was brought to Canada by the Faculty of Education, University of Alberta and spent three weeks with the Division of Educational Administration and Supervision.

Helen M. Walker, professor emerita of education, Teachers College, Columbia University, says that too little emphasis is given to educational research. She outlines what she considers as adequate preparation for various types of research workers.

Dr. Oviatt and his faculty committee prepared the article, "A Community, A College, and A Curriculum". The story of the development of the San Fernando Valley State College will be

(Continued on Page 38)



## COVER STORY

In the blatant commercialism that accompanies preparations for Christmas, the religious origin of this great Christian festival is almost lost. May all of us, wearied by the hustle and bustle of the last few weeks, find in Christmas with our families the peace our cover symbolizes.



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## THE ATA MAGAZINE

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December, 1957

# the **ATA** magazine

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## ON GUARD

John W. Barnett, The Alberta Teachers' Association's first general secretary, often said that the phenomenal growth of our organization was sparked by antipathy shown to the ATA in its early years. Indeed, Dr. Barnett's historical account of our development during the years 1918 to 1946 is largely a record of an unending, unremitting struggle for status, both professional and economic. Now, over ten years later, Dr. Barnett's account of the constant battle waged by the infant Alberta Teachers' Alliance takes on new lustre and new significance.

It seems to us that under a constant fire of attack and opprobrium our predecessors fought bravely and well. They won for us, by dint of conviction and dedication, supported by wise planning, most of the rights we now enjoy. For them, the time for decision was a constant companion, and they met all challenges boldly and with despatch.

Let us not be deluded into thinking that there are not challenges as dangerous facing us today. Attacks on our rights to tenure and to collective bargaining have mounted steadily. Our insistent urging that standards for teachers be raised is labelled as a selfish interest. We are called a powerful pressure group, a trade union, and our spokesmen have been termed malcontents. All these and many other attempts to wreck our organization were met resolutely in the past. Let us hope that the present finds our armour as strong and our determination as firm.

There is a time for greatness! Perhaps it is on us now. Our duty to stand firm on principle is being tested now. Powerful forces have been and are at work to disarm education and teachers. There may be times ahead when we will need to "call a spade a spade", when we will need to show that our muscle has not atrophied. We must speak with the directness of conviction on every issue that directly or in-



directly affects the welfare not only of our members but of education as a whole.

Those who would teach the citizens of tomorrow are the custodians of our heritage of freedom. They must resist at every turn attempts to regiment their thinking, impoverish their citizenship, and nullify their strength. It will not be easy, for they may well need to meet the guile of a serpent with the wisdom of a Solomon and the endurance of a Spartan. The price of survival is truly eternal vigilance!

## UNIVERSITY PROFESSORS SET TARGETS

The December 7 issue of *The Financial Post* reports that Canada's university professors got a 'whopping' \$1,000 average increase this year on a Canadian average of \$5,874. The article goes on to say that this was a 17 percent increase. More striking is the prediction that our university professors will likely get increases of about the same size during each of the next two years.

Apparently the Canadian Association of University Teachers has set as targets, floor salaries of \$6,000, \$8,000, \$11,000, and \$14,000 for lecturer, assistant professor, associate professor, and professor, respectively. Only one university, Toronto, has so far come close to these targets with salaries of \$5,500, \$7,000, \$9,000, and \$12,000, respectively, to be reached by 1959.

And guess what! A comptroller of a large university is reported to have commented about the CAUT: "They're nothing but a labour union. They concern themselves exclusively with salaries and working conditions and not at all with standards of work." Sounds familiar.



# Leadership in

**W**HO can doubt that the most important element in the whole structure of any system which is providing education is that element made up of the teachers themselves? And, if this is so, the principals in the schools hold the key to the solution of the ever-present problem, that of developing and moulding the fare provided in the schools to fit the needs and the abilities of students of all ages and to suit the demands of a changing world and a progressive society. Certainly, in the English educational system, with which the writer is familiar, there is no alternative than that the principal (called the headmaster or headmistress in England) should carry this onerous burden. To appreciate this fully it must be realized that, although the Ministry of Education is the central authority, and that the Minister's duties are, in short, to promote the education of the people, it is the local education authorities who are responsible for providing public education. It has always been considered of fundamental importance to the relationship which exists between the Ministry and the local education authorities that the latter shall be left with as much initiative as possible. Any control which the Ministry exercises has this end in view, although it offers guidance and advice through circulars and pamphlets; and Her Majesty's Inspectors in the course of their work will advise schools and local education authorities and will discuss day-to-day problems as they arise. But the Ministry does not prescribe curricula or textbooks

and these matters are left in the hands of the school and therefore of the principal.

## **Spirit of partnership needed**

In such a climate, the work must grow along lines which must be determined by the principal, who will need to consider not only the subject matter of each course, but the allocation of time involved and the appropriate use of his staff. This is not to say that, at the beginning of each year, the principal starts with a clean slate. Rather does he vary and modify what has been well tried, as circumstances demand and opportunities permit. Neither could the principal take on this task alone and without the close cooperation of the teaching staff who have to do the job in the classroom, notwithstanding that his is the ultimate responsibility. Some principals might feel well qualified to devise the curricula, schemes of work, or syllabi, or whatever other title is given to them, and this may well be so in those schools which deal with the younger age groups. But schemes of work are more than a list of topics to be taught; they must reflect the aims of teaching the particular subject and will usually give the teacher some assistance with the teaching methods to be employed, particularly where, as in the case of some arithmetical operations, it is convenient and advisable to have some standardization within the same school. Thus, the wise principal will try to see that his assistant teachers are in accord in this matter so that he



# English Schools

M. J. G. HEARLEY

**A noted British educational authority underlines the curriculum leadership required of a headmaster in schools in England.**

can feel assured of their enthusiasm which will arise from the spirit of partnership.

## **Special problems in secondary schools**

In the case of schools which deal with the older age groups, where the teaching is more often carried out by specialists, probably honours graduates in particular subjects, the principal is unlikely to be the best informed person in any subject other than his own particular specialty. Therefore he will be likely to leave all consideration of schemes of work and methods, provided they fit the aims he has in view, to the head of each subject department who, again, would doubtless find it more efficacious to consult his colleagues who share in the teaching of the subject. In this way also, each teacher who is involved in the particular subject becomes more familiar with the whole scheme of work, no matter at what level he is actually teaching that subject. Outside school, it would be hoped that the teacher kept himself refreshed through reading and through membership in professional organizations relating to his field. National and local

courses for serving teachers, covering the whole range of subjects and wider aspects of school work and organization, are available to assist the teacher further.

To say that, in England, the secondary schools, which take all the pupils over eleven years of age, are free to devise their own schemes of work is an oversimplification, since such schools would be entering candidates for the General Certificate of Education. The ordinary level papers of this examination are taken by students of the age of sixteen years, and the advanced and scholarship levels are usually reached two or three years later. These are external examinations set and marked by university examining boards and all reflect a comparable level of study, although variations in syllabi allow a school to choose those more suitable to the aims and needs of the particular school. Some measure of the importance of these examinations in the eyes of the secondary schools may be gleaned from the fact that last year there were 1,043,864 entries at the ordinary level. There were 54 single subjects to choose from ranging through almost every language, mathematics, all the branches of theore-



tical and applied science, craft subjects such as engineering workshop theory and practice, elementary aeronautics, textiles, art, and music. At the advanced level, there were 34 subjects, and entries totalled 150,821; scholarship level papers taken amounted to 34,151. But although these external examinations might be an important aim for the secondary schools, they are only an outcrop from the main task of providing a good broad general education containing many elements which are not examinable. Progressive schools would regard the syllabi prescribed by the examining boards as minima, or as a framework on which to build their own course. Many schools, while aiming at the ordinary level examinations, would be making inroads into advanced work and a few of the more adventurous might encourage the abler pupils to by-pass the ordinary level examinations altogether. Should the prescribed syllabi not fit the aims of a particular school, notwithstanding the alternatives which the boards have devised, the school may compile its own syllabus in any subject and its candidates would be examined on this, provided that it was deemed to be of satisfactory standard.

### **Flexibility in comprehensive schools**

A fundamental principle of English education is that every pupil should be educated according to his age, ability, and aptitude. Thus, whether a boy or girl is in a selective school or a comprehensive school (the equivalent of the composite high school), the principal still bears the responsibility for providing courses to suit the individual pupil. This is no mean task, an ideal to be aimed at, rather than one which can be said to be universally achieved. However it presupposes that, having regard to the resources in teaching staff and premises available, alternative courses will be available in the various subjects with corresponding adjustments in the teaching techniques employed. If the organization can do no more than provide

groups of pupils with fairly comparable ability in each subject where this is necessary, then the class teaching technique of the teacher is called into play to see that each individual pupil is making progress to the limit of his capabilities. Easy interchange of pupils from one group to another should take place whenever the moment is opportune, so that the pupil is not forced to lock-step in one subject regardless of his shortcomings or special ability in another. In the comprehensive school such interchanges are more easily possible, although they demand considerable ingenuity from the principal, or whoever is delegated to construct the timetable; they also require that heads of departments and subject teachers should be continually reviewing the content of the courses and the standards achieved by individual pupils.

### **Schools reflect staff competency**

The question might arise: does all this throw too great a responsibility on the principal and the teachers? But who else is so inseparably linked up with those to be taught, has the knowledge and professional skill, is on hand to see when changes and modifications must be made in the light of circumstance, and must be sure that his own special abilities and gifts will be fully exercised. The pupil can take in and absorb and be nourished and it is the teacher's trade to see that this is always possible. It is the teacher's business, and nobody else is in a strong position to question his decisions, to estimate what a pupil can or cannot assimilate, whether the fare will awaken appetite and satisfy what it has awakened. The final test may well be in the desire of young people to continue learning when they are no longer under the direct influence of the teacher. They will, of course, only be able to continue if they have been taught habits of self-reliance and independent study, but they will only have the more important will and desire if, on the one hand they have not become disillusioned

*(Continued on Page 42)*



# Preparation of Research Workers

**Extensive and intensive preparation for a career  
in educational research needed.**

A famous old recipe for the preparation of rabbit stew begins with the helpful suggestion, "First catch your rabbit". So before we consider any later stages in the process of preparing research workers in our field, I think we ought to give some serious attention to this first crucial step.

Background information relative to this point can be found in yesterday's edition of almost any metropolitan newspaper in its section of classified advertisements. In this section of a recent Sunday edition of the *New York Times*, the first 15 pages were filled with routine requests for bookkeepers, accountants, clerks, receptionists, secretaries — all couched in parsimonious phrases and printed in type which makes the reader wonder if a visit to his oculist is overdue. Page 16 suddenly erupts into type which can be read across the room, with long advertisements full of persuasive ardour and lush phraseology begging for research engineers, research chemists, physicists, applied mathematicians. Let us read a few phrases.

High creative calibre is required. There is significant scientific progress to be achieved at this leadership company and individual renown to be won by engineers who join us now.

Excellent opportunities for creative work. Scientific publications encouraged.

Top professional opportunities. Association with leaders in the field. Diversified projects.

Full tuition refund graduate program. Rapid advancement. Scheduled salary review. Company paid Blue Cross - Blue Shield plan. Contributory life insurance. Company paid pension plan. Liberal sickness and accident benefits. Excellent modern suburban location.

The names of many of the companies which are thus competing for the bright young scientists are known all over the world. All promise a career filled with intellectual excitement, popular prestige, and economic well-being, and that promise is part of the preparation of the research worker in the physical sciences. Have you ever heard comparable statements about a challenging research career in education? Sometimes it seems to me not only that education is failing to set out attractive bait for the superior young people who might be drawn into research careers but that it has actually developed an effective system for frightening them away from the premises.

**HELEN M. WALKER**

Every writer on the art of research stresses the central role of observations. Originality and skill in making observations is a prime asset to the research worker, but all too often our graduate students find themselves unable to devise methods for the observation of persons or situations or communities. Could it be that, from the time a pupil enters the first grade, the terrific struggle to learn to read and write, to communicate into words, to use published sources of



information, and to learn facts, absorbs so much of his energy that little time is left to explore his world directly? Is it chiefly in the science laboratory that a pupil is encouraged to look, to weigh, to measure, to listen, to explore, until he comes to assume that only the physical sciences place high value upon creative exploration? Elementary school teachers should not impart to their pupils the idea that doing research is identical with looking something up in the encyclopedia. They should try to develop, rather than stifle, a child's natural interest in exploring his world directly.

Before we leave this first step in the preparation of research workers, that of "catching the rabbit", let us think for a minute or two about the striking difference between the eagerness with which industrial and scientific firms search for a person qualified to do research work and the apathy with which many educational institutions and individual educators regard his counterpart in our field. The difference in attitude cannot be explained by saying that education has already solved most of its problems and so has less need for research, because there is general agreement that the more a field of knowledge advances, the more do unsolved questions raise their heads.

Certainly the difference in attitude toward research cannot be explained in terms of the size and importance of the undertaking, for, by such criteria, education would be clamouring for more research workers than any other field. Nor is the availability of research funds a sufficient explanation, because the amount of money devoted to research is actually more a symptom than an original cause. Among the many reasons for the greater demand for research workers in such fields as electronics, medicine, aeronautics, agriculture, munitions, and all the physical sciences, there are three which seem particularly cogent. These three present certain challenges to us as educators. The first is the great outpouring of government grants for research in those areas generally recog-

nized as related to national defence. Must the government be convinced that education is essential to national defence before it will make similar grants for educational research? A second factor about which we might try to do something is the prevailing fear of parents about any sort of experimentation if their own children are to be subjects and their consequent aversion to the very term 'educational research'. The third reason is the complacency of many school people in regard to the paucity of research.

If a manufacturer turns out a product inferior to that of his competitors, he loses his customers. If he turns out a good product but uses uneconomical methods, he may go into bankruptcy. For any large commercial firm, extensive research is necessary to survival, and the firm with the best research program is almost certain to outstrip its competitors. Educational institutions are not competitive in this sense. A school does not lose its pupils merely because it fails to teach them effectively. Most schools get their clients, not because of their use of methods of tested superiority, but because of the action of a thoroughly dependable community force known as the birth rate. The effects of inefficiency are no less serious in education than in the commercial world but they are less immediate. And their weight falls more heavily upon the pupil and upon society than upon the administrative and teaching staff.

Thus the first step in the preparation of the research worker in education is obviously to attract him to the area, to catch him. This step would be facilitated by a more favourable general climate of opinion toward educational research and by an increase in the number of really good research positions.

### **Training needed for educational research**

Now let us turn to the question of what kind of training in research a graduate school of education should give its students after they have once entered its doors. I will list six types of persons



who, I think, ought to receive some research training, and will describe my general impressions of what we are now trying to do for them and of what are the most serious defects in our program. These groups are—

- candidates for the doctorate,
- persons preparing to work at specific tasks in a research agency,
- educational practitioners,
- leaders in public education,
- college and university teachers of research methods,
- directors of research agencies.

These classes are not mutually exclusive, but it is convenient to think of the research needs of each separately. After looking over the catalogues of a number of our larger graduate schools of education, I have the strong impression that most of our planning has been directed toward the needs of the doctoral candidate and of the person preparing for a specific research task and that very little awareness has been shown for the needs of the other groups.

The first group is composed of doctoral candidates and some master's candidates who are engaged in research as part of the requirements for a degree. It is obviously to the college's self-interest to see that these people write good theses, and the research courses of many schools seem primarily designed to that end.

Some doctoral candidates hope to carry on research all through their professional lives. These should receive training that is both broad and deep. They can profit from intensive research courses focused on their special field, but they particularly need exposure to a greater variety of methods than they are likely to meet in a course in which all the students are specializing, say, in the teaching of science, or all doing experimental studies in clinical psychology, or all making surveys of school systems.

Some of these doctoral candidates have no intention of ever doing another piece of research after they jump over the terrifying hurdle which separates them from the coveted degree. They take a bare minimum of instruction about research. Yet five years later, some of

these same persons are on the faculties of teachers' colleges and are guiding student research, with consequences that need not be described.

It is my conviction that every doctoral candidate should have some broad general instruction about research, some appreciation of its role in modern life and its importance to education, some standards for judging quality, some ability to interpret a research project to laymen, some idea of the range of problems needing solution, some introduction to a great variety of methods of gathering data, and information on where to look for more intensive treatments of these methods. I do not believe that such a general course will give all the training in research which most of these doctoral candidates need. The general course should be supplemented by specialized courses dealing with the methodology most commonly used in their own fields, critical consideration of completed researches, the most important results which have been established, and problems which still need solution in their fields.

One of the serious faults in the instruction given the doctoral candidate is that, even at its best, it is largely talk about research rather than involvement in research. Some schools provide funds to employ research associates for faculty members engaged in important research. Some schools have strong bureaus of institutional research, which offer fellowships or internships. Some schools may have advantageous relations in the field so that graduate students may be temporarily employed by school systems on research projects. The total number of such training jobs is undoubtedly small, entirely inadequate as preparation for serious careers of research in education.

Each doctoral candidate who goes into a school to collect data should be impressed with his unique role as a propagandist for educational research in general. He has a superb opportunity to create a contagious enthusiasm for such research, to leave teacher and pupils feeling that they have enjoyed partnership in an important enterprise which



may contribute to the understanding of human beings. A report on the outcome of his study sent to the cooperating school and a personal note of thanks to be read aloud in the classroom are examples of courtesies often overlooked by an egocentric data-gatherer. This phase of the preparation of research workers is the business of every faculty member who sponsors doctoral candidates.

The second group includes persons preparing for specific tasks in a research agency—tasks such as test construction, test administration, item analyses, computing, interviewing, questionnaire construction, statistical analysis, design of experiments, design of surveys. Almost every graduate school of education provides instruction on several of these techniques, and in some schools almost all can be studied. While undoubtedly too few of our students study these procedures, I find the inadequacies of the program of courses less serious here than elsewhere.

The third group to which I invite your attention includes persons who think of themselves as practitioners with no interest in research and who seldom take courses dealing primarily with research. These practitioners are teachers, principals, nurses, counselors, consultants. If research is ever to make a real impact on education, these persons must take a positive attitude toward it and must be able to communicate that attitude to colleagues, pupils, and parents. Clearly these practitioners need an acquaintance with the most important research studies in their own field and the way in which the findings are expected to influence practice. These are the people who have the best opportunity to implement research findings. Consequently, if such findings are not being put into practice, the omission may be due in part to our failure to reach and interest this group.

The classroom teacher needs creative ideas on how elementary and high school pupils might make observations and might carry on little researches on matters of genuine interest to them-

selves. So far as I know, the published literature in this area is pretty sparse.

High school pupils can have a thrilling experience in conducting a local survey, gathering data on some problem in the area of social studies, tabulating and analyzing the data in their mathematics classes, writing up the results in their English classes, perhaps seeing the report published in the local paper. High school pupils expecting to be teachers could do controlled observation of babies or of first grade children and thus get a valuable introduction to psychological research as well as good preparation for teaching and for parenthood. Elementary school children could keep records of observations of animals, of thermometer readings, of the growth of plants, and of many other things that would occur to a resourceful teacher. Here is an exciting challenge to the subject-matter fields. But in order to help teachers plan such research activities, faculty members in the subject-matter departments of our teachers' colleges and universities must themselves be research-minded, imaginative, and able to adapt research methods to the child's level. A useful document might be produced by a team composed of experienced classroom teachers and curriculum specialists from different fields, psychologists and research specialists in adolescence, who could suggest simple methods of assembling and analyzing data and some safeguards in interpretation of results.

As one illustration of such a project, let us suppose a school decides to gather certain information from a sample of parents of school children, and each class, in accordance with its size, is asked to distribute a certain number of information forms. Suppose Class A receives three such forms, each in an envelope with a letter explaining the purpose of the study. Each pupil in Class A writes his name on a slip of paper and drops it into a box, from which three names are drawn at random, with some ceremony and with proper precautions so that every pupil understands that no one, especially not the



teacher, had any influence on the selection. The three pupils whose names are thus drawn constitute the class committee on the survey, and each of them is given an information form to take home. When the pupil brings back the form filled out by his parents, he deposits it in a box set up to receive such forms, and the class makes appropriate recognition of the fact that its representative has discharged his responsibility.

This plan has never been tried so far as I know, but it appears not only to be a means of giving pupils of all ages an interesting experience with one aspect of research but also to have other notable advantages: it would place no burden on the teacher; it should produce a truly random sample of parents; it offers a method of checking on the return of the forms while guaranteeing real anonymity to respondents; and it would probably produce nearly 100 percent returns.

The teacher who hopes to carry on informal classroom research needs also some elementary knowledge of research methods and research terminology, and some help with recording observations and presenting data in tables. Not many schools are likely to set up a general required course in such matters. Teaching these elementary ideas in non-technical language is far from easy. One suggestion which occurs to me (which is untried) would be to incorporate into the curriculum of each subject field a short unit on introduction to simple research methods and to find some faculty member with a genuine interest in teaching such a unit first in one department and then in another.

The research interests and needs of persons destined to be leaders in public education — school administrators or deans and presidents of colleges — should be carefully weighed. They will have opportunities to implement the results of research, to encourage classroom research and to interpret it to the community, to prepare the community for cooperation in investigations and for financing such studies. They need much more than mere training in conducting

a doctoral study of their own or in making a school survey. The general course suggested as appropriate to all doctoral candidates can be made to serve also the needs of administrators and other educational leaders as a supplement to specialized research training in their own field.

Those faculty members who supervise student research or teach courses in some aspect of research methods are of crucial importance in this program. In some graduate schools of education, each department offers such a course as Research and Thesis Writing. Some undergraduate teachers' colleges now offer instruction in various types of research, measurement and evaluation, statistics, and thesis writing.

The demands on such teachers are heavy. They need versatility combined with an expert grasp of method and the ability to adapt methods to new circumstances. They must know at least one content field. Even if they are not teaching statistics, they must know statistics and therefore must have a fair background in mathematics. They should have direct, personal experience in research.

Perhaps no school can ever give a program which will be really adequate. These people must be partly self-selected and self-prepared by an unrelenting program of lifelong study, but we could give them a little more help than is now available. They particularly need the experience which an internship in a research bureau could provide. More than once a student seeking such a career has requested the privilege of being present during my office hours and listening to the discussion with students of their research proposals. The resulting three-way discussion was helpful to everyone involved, and for the future teacher of research methods it was one approach to the problem of how to get a wide variety of practical experience quickly. This scheme might be tried on a wider scale.

Once employed on a college faculty, a teacher, if his advice is good enough to be in demand, will have to put up a

*(Continued on Page 40)*



# A Community, and

Here is a story about the phenomenal growth of San Fernando Valley State College. It is a story of the determination of a community to have established within its boundaries a college which would serve the special needs of that community.

A community oriented college must walk a peculiar curricular path, one foot on the uncertain ground of exploration, the other in the furrow of community conformity. At first glance, the community oriented college may seem much like any other standard American college. Facilities, enrolments, and student-faculty ratios may fit a pattern typical of many other institutions of comparable size. In philosophical point of view and kinds of service, however, differences become real and critical. First, the community college is blood kin to the public school, established to educate to the full extent of their potential all who are able and willing. Second, the community college identifies itself intimately with the region or area it serves; community goals become college goals; community prob-

lems are reflected in college programs. To paraphrase one famous American, "What is good for the community is good for the college." Third, it deliberately seeks to multiply effective contacts with the agencies, institutions, organizations, industries, and neighbourhoods of its service area. Finally, the community college recognizes that curriculum planning must be basically a faculty function. Staff members engage in curriculum analysis, development, and evaluation with the wholehearted enthusiasm and diligence once reserved only for the classroom and the laboratory.

San Fernando Valley State College is attempting from the outset to meet these standards of community service. Established in September, 1956, as a branch of the Los Angeles State College, it has benefited immensely from the im-



# A College, A Curriculum

D. T. OVIATT AND FACULTY COMMITTEE

petus of faculty and services transferred from the parent campus. Soon the college is to be on its own. Legislative action provides for complete, legal independence by July 1, 1958. In anticipation of the separation, curriculum development from the beginning has been autonomous on this campus.

## **Community identification: the foundation**

The service area of the college is clearly defined. Geographical boundaries are precise: a wall of moderate mountains with passes spilling people to and from the Valley in tumultuous haste. Its size is impressive, larger in square miles than the entire City of Chicago. Its growth is spectacular. New neighbourhoods seem to spring up overnight with modest cottages, apartment houses, and luxury estates stretching to the encircling mountains. Community essentials cannot keep pace with the growth: public utilities, water supply, and transportation services lag far behind. Most important, and most critical, is the problem of schools. The Valley has more elementary school children than Boston, Cleveland, New Orleans, or Seattle. Even the current 'crash' school building program cannot fully meet the ever-growing demand.

In this new metropolis of 900,000 people the San Fernando Valley Campus is the only four-year baccalaureate college. As such, it is both a part of the

problem and a part of the answer. In 1955, when the State of California was seeking a permanent campus for the Los Angeles State College, representation from the San Fernando Valley was so articulate and vigorous that a supplementary site was chosen to serve this area. Even as the specific Valley site was under survey, late afternoon and evening classes were set up in a local high school to serve Valley residents. Temporary buildings were ready by September, 1956, with gas, telephone, power, street paving, and sewers coming in a mad August rush.

In November of 1956, though only two months old, the college asked community support for a state bond issue to provide more than \$20,000,000 for capital improvement. Virtually every civic and professional organization campaigned in its behalf. Each one took partial credit for the 90 percent affirmative vote.

Again, in 1957, community support rallied to help pass the bills granting independent status and adding another hundred acres to the original site. Today the college stands in great part as a testimonial to the united efforts of community action and support. Virtually every civic leader can claim some measure of credit for its very existence.

## **Public service: the need**

During these initial years the college has deliberately selected its program in curricular areas of greatest need: liberal



arts, to serve as the solid academic foundation; professional education, for elementary and secondary teachers; and business administration, to serve both business and industry. Each strives to serve the community in its own particular manner.

In liberal arts, for example, the college has provided a full program of late afternoon and evening cultural courses in addition to the regular daytime classes. The doors of the college are open to the public for lectures, films, and dramatic performances. Dwelling in the penumbra of Hollywood lights, Children's Theatre has taken on significant dimensions. During the first summer session more than a hundred teenagers presented 20 performances in a drama workshop jointly sponsored by the drama department of the college and the San Fernando Valley Youth Foundation.

In teacher training the college has recognized the crucial shortage of teachers for the public schools. A series of conferences co-sponsored by the Parent-Teacher Association has been staged to attract more people into teaching careers. Particularly noteworthy is the summer program designed to bring housewives with college degrees but no teacher training into classroom service to help supply badly needed personnel. This program, organized in workshop style, was housed not on the college campus but in regular elementary classrooms through the cooperation and courtesy of the Los Angeles City Schools. Children enrolled in public school summer sessions were available for observation. Normal classroom facilities and regular supplies and bulletins added realism and challenge to the learning situation.

In the business administration program the college has made a sustained effort to meet the needs of community industry. Summer conferences have included a six-weeks conference in management, a six-weeks conference in auditing, two intensive courses in technical publishing, and five short courses in other aspects of technical communications. All these programs were organized in

consultation with civic, industrial, and professional organizations throughout the area. Members of the college staff regularly attend the meeting of industrial committees on training. Lay advisers serve various departments of the college, and professional groups, such as the Technical Publishing Society, help plan both regular and special curricula. In all areas, the college has maintained classes throughout the late afternoon and evening as well as the normal day sessions. These late classes are an integral part of the regular college program, are taught by the permanent staff, and are equivalent in every way to day classes. Extension courses are given in several remote areas such as the Antelope Valley, approximately 50 miles away in the Mojave Desert, the site of several research and aircraft manufacturing facilities far removed from collegiate service.

### **Articulation: one key to better service**

Throughout all these varied activities the college administrators and faculty members are ever aware that the San Fernando Valley Campus is not the only collegiate institution serving the community and that its facilities are as yet limited. Coordination is maintained with the parent college through frequent informal meetings, appointed committees, and planned inter-campus communications. Close liaison has been established with the University of California at Los Angeles, 20 miles over the mountains, as well as with the three junior colleges and the eleven high schools located within the college service area. Frequent meetings with other administrators, counselors, faculty members, and students facilitate formal and informal exchange of ideas and help develop the personal relationships that add meaning and understanding to official communiques.

Specific results of this coordination are already apparent:

- the decision of the San Fernando Valley Campus to offer only upper division and graduate courses in late



afternoon and evening sessions so as not to duplicate offerings of the nearby junior colleges;

- the allocation of Valley classrooms for the UCLA Engineering Extension program to offer courses on this campus rather than attempt any duplication of offerings; and

- the streamlining of entrance and transfer procedures to accommodate the rapidly growing and shifting population.

Entrance requirements for the Valley State College are specifically noted in junior college bulletins. Students enroll in courses at the Valley Campus and at Los Angeles State College with complete freedom of choice. Credit transfer problems are minimal. Students may plan their educational programs for completion either at the Valley Campus or at the downtown centre.

### **Curriculum: the common enterprise**

Curriculum is seldom built under an open sky. Limitations are ever present, imposed by code, circumstances, or self. This situation is no exception. First there are the limitations of law. The Education Code specifies that California State Colleges are to offer courses in teacher training; general education and responsible citizenship; vocational education, such as business, public service, and social welfare; and pre-professional training for advanced professional studies. Beyond this are such items as budget control, staffing ratios, and the initial approval of all new curricula by appropriate state departments.

The procedure by which curriculum develops is one which involves the maximum number of individuals and groups: faculty, administrators, community representatives, and professional groups. All contribute ideas and all may participate, but the faculty and administration of the college carry the major load as their basic responsibility.

Usually, curriculum proposals originate with an individual faculty member or with some on-campus group, either formally organized for curriculum de-

velopment, or perhaps organized primarily for some other purpose related to curriculum. All professional members of the college administration have status as regular and active members of the general faculty. Curriculum developments are therefore all-college in nature. Cooperation is further secured by insuring representation from the library and the student personnel office on appropriate committees.

A growing trend is for curriculum suggestions to come from representatives of community organizations. Such suggestions and requests are considered by regular college committees. When further study is warranted, community representatives are invited either to participate personally or to supply information.

Other guidance is given by the State Department of Education which establishes basic objectives and reviews curriculum developments for all 11 California State Colleges. Their concern limits itself primarily to goals rather than specific curricula. Similarly, the Western College Association, the regional accrediting agency, offers criticism and checks quality so as to provide guidelines for curricular improvement. Whatever the origin of ideas and information, the faculty of the college, including the administrative officers, makes the basic decisions and assumes basic responsibility.

For the present, because of the relatively small faculty, major curriculum decisions are made by the general faculty acting upon the considered recommendations of various study committees. As the college grows, this 'town meeting' procedure may perhaps become less feasible and delegation may have to be increased. But the fundamental rule that curriculum must be built upon the broadest possible base of participation should always persist.

### **Community leadership: the challenge**

Regardless of the mechanics of curriculum development, permanent principles must emphasize the service role

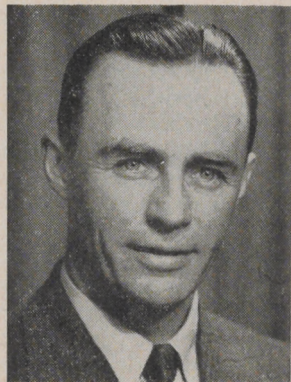
*(Continued on Page 32)*



# ***Elected to the Executive Council The Alberta Teachers' Association***

## **Vice-President**

Richard F. Staples, principal of Westlock High School, and former Edmonton District representative, is the new vice-president of The Alberta Teachers' Association. Mr. Staples was the successful candidate in a by-election resulting from the resignation of W. D. McGrath.



**R. F. STAPLES**

## **Southeastern Alberta**

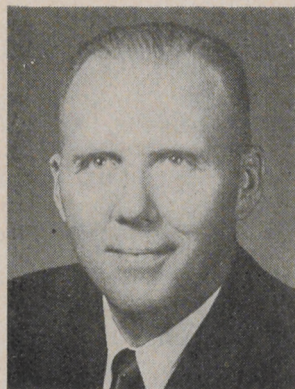
George Chohey, principal of Ralston School, and immediate past president of the Medicine Hat City Local, has been elected district representative for Southeastern Alberta. He replaces F. M. Riddle who resigned to accept the post of superintendent of schools for East Smoky School Division and the Grande Prairie Inspectorate.



**G. CHOHEY**

## **Southwestern Alberta**

Thomas F. Rieger, vice-principal of Picture Butte High School, and former secretary-treasurer of the Lethbridge District Local, has been elected Southwestern Alberta district representative. Mr. Rieger's election resulted from the resignation of R. B. McIntosh who now teaches at Bentley in the Lacombe School Division.



**T. F. RIEGER**



# Can We Outlaw Fad Clothing?

HARVEY HANDEL

## Absence of 'ground rules' encourages misbehaviour.

**D**OES your school allow students to wear dungarees, black leather jackets, engineer's boots, sideburns, or duck-tail haircuts? If this be the case, consider this question. Are you satisfied with the behaviour of the youngsters in your school? If your answer to the second question is no, then try this one. Is there any relationship between dress and conduct?

It was observed in one school that there was a significant correlation between fad clothing and behaviour. Perhaps a commentary on the problem as experienced in one community could help other localities to deal with the same situation.

A more informal atmosphere pervades the schools today than did in our or our parents' time. This is certainly all to the good, but when the informality reaches uncontrollable limits, trouble begins to brew. Children act anomalously when the absence of ground rules seems to lend support to misbehaviour. The vernacular term labels them 'wise guys'. Teachers and administrators are treated with calculated indifference. Talk becomes vulgar, dress becomes sloppy, and fads become undesirable. This type of behaviour is sanctioned by default when no one stops it.

Many well-meaning school officials are more willing to turn a cheek on anti-

social behaviour than to stir up animosity in the group of individuals who need restraint. But shouldn't the school administrator accept leadership in setting the ground rules? The calculated risk involves enlisting the support of the school patrons. I contend that this support will be forthcoming if the administrator approaches the problem with tact and initiative.

Let me cite as an example the experience of one junior high school principal.

Many of his students were wearing fad clothing in school. Teachers were disturbed because the behaviour of these youngsters was a deterrent to well-conducted classes. Neighbours were complaining of ruffianism and destruction in the school community. Parents were complaining that their children were being exposed to delinquency and misconduct in school. It was obvious that ground rules had to be established.

Where and how to start?

The principal observed that the black-jacket mob, as they came to be called, were the individuals whom teachers were sending to the office for discipline. These youngsters were known by their uniform to the neighbours, police, parents, and teachers. On shopping nights, the youth-aid officers would scrutinize their behaviour in front of shops on the main



thoroughfare. Neighbours would call in younger children when school was dismissed. Classmates were intimidated. The school's reputation was at low ebb. One real estate agent found a prospective buyer reluctant to move into the school area.

The principal quickly became oriented to the problem and moved toward action. Fad clothing had to be banned. The reasons were simple.

- Children acted the way they dressed.
- The fad uniform seemed to license anti-social behaviour.
- Students wanting to join the gang did so by wearing the uniform.
- The black-jacket group, a minority in the school, became an out-group because well-behaved children would not associate with them.
- To gain needed attention, the group had to perform to maintain status. This talent was demonstrated by anti-social behaviour.
- Sixth graders in the community quickly made the uniform part of their dress and acted accordingly.

At the outset, the principal made three predictions:

- that parents really wanted assistance in dressing children with appropriate clothing for school but were being caught in the rising tide of their youngsters' resentment. "If John and Jim can wear these clothes to school, why can't I?"
- there would not be a single complaint from parents.
- the 'I-know-my-rights' group in the community would not make a local issue of the ban.

The first and last predictions came to pass.

A letter was drawn up to be sent to the parents of all school children. This letter was given to the superintendent for his reaction. His comments were helpful. Reword it, he advised, to dispel anticipated unfavourable reaction. Make sure that no factory employee will take offence at the contention that the wearing of dungarees stands for lawlessness. Give no publicity seeker a chance to crucify you. Get the student council and

teachers behind you. "Go to it, you have my blessing." These were the words of encouragement needed.

The letter was rewritten and mailed to the parents. This is what they read:

A school certainly accepts its responsibility as a character-building agency. Appropriate dress, neatness, cleanliness, good grooming are all part of this endeavour. This does not take additional money now budgeted at home for other essentials, because wash slacks cost no more than dungarees; shoes less than engineer's boots, most styles of outdoor jackets less than black leather jackets; water is free; and a single razor blade will remove many sideburns.

Prompt action seemed necessary to reverse the trend of wearing dungarees and engineer's boots in school. The Student Council studied the problem and agreed that dungarees and boots were not acceptable clothing. Instead of the wearer's gaining the favour of his classmates, he becomes known as a member of the dungaree group. Next step is a gang of similarly dressed youngsters—then trouble!

Many parents have suggested that we tackle this problem. The faculty agreed. Therefore, we are making this suggestion: parents are requested to send their youngsters to school with appropriate school clothing. If this creates a financial hardship, the guidance counselor may be able to resolve the problem.

We do not believe we are being unreasonable. Do you agree or disagree? Why not drop us a line and add your comments to those of the Student Council and the faculty members. We appreciate your interest in this school problem.

The response was overwhelming. Letters of approval came back to the school.

A co-ed sister of one student wrote, "Soon most of the students will enter college or work, and good grooming will be an essential part of their everyday life. The sooner they begin to train themselves, the easier it will be in the future."

A parent wrote, "My husband and I are quite pleased and in agreement over the 'appropriate dress for school program' now in progress at school. We hope this meets with complete success not just at your school but throughout the whole school system."

A sales promotion manager wrote, "It is a debatable point and can be argued around the clock as to whether the problem is one of juvenile delinquency or parental delinquency. We have certainly found in our efforts to raise three children that consistency of policy is of paramount importance. When parents and school authorities vacillate with the individual child, that child can hardly be blamed for searching for angles to avoid



conforming to the generally accepted code of good conduct."

And from another parent came the following comment, "I want you to know that I fully concur with your views and action. In fact, I believe that it is the lack of such a standard that promotes the type of juvenile delinquency that has been rampant in our communities today."

There are always dissenters when rules are established, although only three were evident among the parents of the 700-member student body.

One mother wrote, "You are treating the symptoms, not the disease. You are playing with fire. You are unlikely to accomplish your purpose." Another said that people with large families have difficulty in providing clothing for their children and that clothing does not make the man. The letter also condemned parents for spending so much time in beer gardens rather than with their children. The last correspondent said his son would wear anything he pleased and returned a sum of money that was given to the boy to buy another pair of slacks.

A few die-hards refused to take off the uniform. In some cases, they were driven home by the principal to change

their clothes. Others were given outdoor clean-up jobs around school. Shoes, trousers, and haircuts were financed by the school when the need was apparent.

What have been the results of this effort? Teachers report less boisterous behaviour. Many groups have disintegrated. There has been a partial realignment of friendships. The neighbours report less vandalism. Many parents are now behind the school and offer their assistance when needed.

Although the letter was primarily concerned with the boys' fad clothing, the girls began to take notice of their attire. Two near-by elementary schools have followed the lead by banning unacceptable clothing. The principal has more time to work on school matters rather than spending much of the day on discipline. The ground rules are now established, and the problem no longer exists.

If fad clothing is a problem in your school, let your principal know that you will support him. The 'loyal opposition', as I call the dissenters, will never outnumber the patrons who will be strongly and vocally behind the movement.

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Reprinted from *The School Executive*,  
November, 1957

## *Fellowships in School Administration*

The University of Alberta, in conjunction with the Canadian Education Association and the W. K. Kellogg Foundation, announces 12 fellowships for intramural graduate study in school administration and supervision at the University of Alberta.

Appointments to these teaching and research fellowships, which carry stipends varying from \$2,000 to \$2,500, are made on the basis of academic achievement and professional competence and promise. Such awards will be used to finance graduate study leading

to the M.Ed. and the doctorate degree. Successful applicants will be given limited financial assistance to meet the cost of transportation to the University of Alberta.

Applications for fellowships should be made on or before March 15, 1958. Information concerning the program, catalogues, and application forms (for admission and fellowships) may be obtained from the **Chairman, Division of Educational Administration and Supervision, Faculty of Education, University of Alberta, Edmonton.**



# The Home Economics Teacher

GRACE L. DUGGAN

THE home economics teacher should practise what she teaches and teach what she is capable of practising. Spafford quotes a superintendent of schools as saying: "Before I recommend a teacher to my board for employment, I want to visit her in her home to see what home economics has done for her and her family. We expect the teacher to teach the kind of home economics her students can use, and the best way that I know to insure this is to find out if she has learned the kind that she herself can use."<sup>1</sup> A home economics teacher, on marriage, refused to see any of her former classmates. Why? She could not live up to the economic and social levels she thought were required of a home economist. Good home economics teaching should be as useful at the lower as at the higher level. Home economics teaching should encourage students to evaluate and make choices within the limits of their economic and social environment.

What are the factors that contribute to the successful teaching of home economics? To quote from Ritchie: "The status of the home economics teacher stands forth in Alberta, as elsewhere, as the chief determinant of future educational progress in home economics. The teacher is in a large measure responsible for moulding public opinion and her success in the attainment of this end is in proportion to her conception of the

place of home economics in the education program."<sup>2</sup> If the goal of home economics is to be reached, there must be teachers who are quick to take advantage of every opportunity to improve their status.

What factors influence their status?

There are many, but among them are:

- the academic standing of the teacher,
- the teacher's attitude to home economics,
- the conditions under which she works.

Certainly the academic standing of the teacher is important. In an attempt to discover what factors might influence the marks in the home economics courses, a questionnaire was distributed to the 1956 and 1957 summer session students at the University of Alberta.

There was a total of 184 students registered in home economics courses. Of these, 86 were married and 98, single. The records of these students were examined. The 86 who were married had an average mark in their home economics courses of 74.2 percent, while those who were single had an average mark of 75.4 percent. From this, it would seem that marriage, with its responsibilities, does not distract the student from her studies to any extent, at least not in summer school; apparently the married student is as able as the single. Of course, the effect on the family of the married woman student is another area for investigation.

There were 120 students in the two junior courses: Foods and Nutrition and Clothing and Textiles. Of these, 77 had no previous training in home economics in the schools, while 43 had had one or more years. The first group had an

<sup>1</sup>Spafford, Ivola, *The Teaching of Home Economics*, 1950, p. 7.

<sup>2</sup>Ritchie, Edith M., *Some Historical Aspects in the Growth of Home Economics Education in the Province of Alberta*, unpublished master of education thesis, University of Alberta, Edmonton, October, 1954.



average mark of 71.2 percent and the second had 78 percent. This is to be expected. It would be a discouraging situation if these two averages were interchanged. It was a surprise to realize what a small percentage of our students have had even one year's training in home economics in the schools. It is true that the average age of students attending in the summer sessions is higher than those attending in the winter, and so, many of them took their schooling quite some time ago, when home economics may not have been offered in schools of the province.

The summer session authorities advise students to carry only one course a summer, especially if it includes a laboratory period. Out of the 184 students registered in summer session in home economics, 92 followed this advice, while the same number did not do so. The students who took just one course had an average of 74.9 percent while those who took two courses had an average of 74.7 percent in their home economics subjects. This was surprising. What does it indicate? Judging by the marks, it indicates that students can carry two courses as well as one. Practically all summer session students had, or were proceeding to, a university degree. Although the academic standing is not the only significant feature in producing a successful home economics teacher, it is an important one.

Further interesting information obtained from the summer session questionnaire is that out of a total of 62 students in the four senior courses, 33 had taught or were planning to teach home economics this fall. The other 29 may teach it later, or they may have taken these courses for their personal use and satisfaction. While this latter group does not help to meet the immediate demand for teachers, it is a potential supply. In the meantime these people have these courses for their own and their families' enrichment.

The teacher's attitude to home economics will predict in some measure her success in this field. According to a

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**Academic preparation is a good predictive factor for judging the success of a future home economics teacher. Her attitude and her working conditions will also contribute to her success or failure.**

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survey made of Grade X girls in two high schools in Edmonton, "Over 90 percent of the girls interviewed felt that the home economics teacher's attitude toward the subject influenced their interests in the course." The survey went on to point out that, although the girls generally liked home economics, they considered it as training in basic skills in cooking and sewing, and saw little relationship to personal and social development of the girl. It would seem from this that it is the responsibility of the teacher to help the girls realize these further functions of the course.

Conditions under which the teacher must work play an important part in producing good results and, consequently, in raising the status of the teacher. In this connection, a study of the administrative as well as the educational problems involved in varying length of teaching periods is worthy of consideration. In the senior high schools of Alberta, home economics courses carry four or five credits, which means that they are offered for from 140 to 175 minutes per week in varying multiples of 35 minutes. Where home economics is offered in junior high schools, half a school day per week is usually allotted.

A recent survey of some 17 home economics classrooms indicates that there is some inclination to favour short instructional periods. The short period is often easier to administer and fits into the school timetable much better than double or triple periods. Younger girls have short spans of attention and so the

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<sup>3</sup>Archibald, C., Carlyle T., and Coffee, Sr., *Attitude Toward Home Economics of Grade X Girls*, unpublished article, Edmonton, April, 1957.



shorter period of work may be more suitable for them. Students strive to accomplish more in a limited time than when there is really no need to hurry. This was evident in the schools visited—with only 35 minutes in which to work, the girls settled right down to work and moved quickly. A few Foods projects are of short duration and can be fitted in. Home making today, in many cases, must be dovetailed around the wage-earning hours of the mother, and therefore, the situation of short periods in the class does give the students practice in food preparation in a situation similar to that at home.

On the other hand, far too much time is wasted preparing for and cleaning up after short periods. For example, in the case of Clothing, it takes as much time to take the sewing out of the box, to get the machine threaded, and to put a dress on to be fitted for one period as for two, three, or four periods. The amount of work that can be accomplished in a single 35-minute period is so little that it may become discouraging. It is hard to work up momentum in a short time. One is always having to stop just as one gets started. This can be frustrating. To carry on sewing or cooking for such short periods is unrealistic and not very often a true life situation. For example, to spend four single periods making a pie is, to say the least, impractical. Short periods are a wonderful excuse for poor standards, particularly in cooking: "I had to take it out before it was quite done, so it fell." Inevitably the teacher is required to do many tasks which should be done by the students, such as putting the pie in the freezer after it cools, or taking the buns out of the oven when they are done. This just adds to the teacher's load and deprives the students of many worthwhile experiences.

Foods and Nutrition courses are probably the least adaptable to short periods. Even here, however, the single period, used for either lecture or demonstration purposes can be combined successfully

with two double periods in each week.

Having considered the above arguments for and against short periods, the question still arises—what lengths of periods are most desirable? If periods are too long, such as half a school day, it is probable that there is a degree of time-wasting, particularly at the end of the period, at least in the lower grades. Further, if there are half-day periods, they are usually offered just once a week, thus making for rather a long carry-over period. To put it the other way, there may be something to be said for two or three double periods a week, preferably on consecutive days, thus reducing the time of carry-over.

In Alberta, it would seem then, that either the double or triple period is considered most desirable, although some teachers prefer one one-credit period of 35 minutes and one four-credit period of 140 minutes. Some teachers are struggling with five single periods a week with varying degrees of frustration and success. One factor which may enter here is the teacher's attitude: if she has taught in single periods only, she has organized her work accordingly and for that reason may defend this length of time. A true picture would be given if two comparable classes could be taught by the same teacher—one in five one-credit periods and the other in one two-credit and one three-credit periods. The results of the two classes could then be compared.

In this connection, a further problem arises, the number of weeks given to a unit of work. Again, there probably is some best length of time. According to one supervisor, certain groups of girls were given twelve weeks to finish a sewing project, as opposed to eight weeks in previous years. Many of the girls took the full twelve weeks to finish what formerly had been completed in eight weeks. Some of the better students, however, did carry on a further project in the longer period of time.



# Competitive Sports

## Below Grade Ten

**Here is a consensus of authoritative opinion to help you formulate a policy on organized sports in your elementary-junior high school.**

C. L. WEAR

**Y**OU'VE watched a 12-year-old up at bat, eyeing the pitch with as much rapt attention as his idol Mickey Mantle. It's a heart-warming sight—youngsters putting their all into a contest of skill.

The question is: can these intramural or interschool sports contests be injurious to the health of the young participants?

There seems to be little uniformity among school executives regarding administrative policies and practices on this problem. Nor is there close agreement among members of the medical profession.

Some schools have taken a definite stand against any form of interschool athletics for students below the tenth grade. Other schools seem to be convinced that the benefits gained through interschool competition in the lower grades, particularly at the junior high level, significantly outweigh any possible detrimental effects.

Ideally, measures of maturity other than grade in school should be used as

standards for determining whether or not students should participate in such activity. But administrative obstacles have kept most schools from using any other standards.

The comments and suggestions that follow summarize the generally accepted beliefs of authorities (including medical specialists) on child growth and development—authorities who are under no pressure to promote or condemn strenuous competition but who are concerned only with what is best for the youngster.

### **Need for physical activity**

All youngsters in all grades need vigorous physical activity daily. It is recommended for optimum organic growth and development and for best physiological functioning.

Youngsters from the upper elementary grades through high school should have instruction and frequent participation in competitive team games.

Most of the needs of elementary and junior high youngsters for activity and



for competition can be met adequately through a properly supervised program of competition within the school.

## **Educational values**

It is sound teaching to encourage youngsters to put forth their best efforts in work and in play—best in workmanship and best in intensity.

Intramural sports, during or after school hours, are good for a number of educational reasons. One of the most important is that youngsters are given an opportunity to make use of the skills they have learned in their regular instructional periods. Class periods alone are usually not frequent enough or long enough to provide anything like adequate practice of what has been learned.

The needs of all youngsters for instruction and frequent participation should be met before superior ones are singled out for additional instruction and extra participation, either within the school or between schools.

✓ By selecting boys of superior ability to compete against other boys of superior ability, we provide an incentive for these youngsters to go all out and see what their capabilities really are. This is probably the most important reason for our justifying the playing of one picked team against another: we enable these boys to experience the wholesome satisfaction of putting forth their best efforts. Such games also permit participation as a reward for achieving superior skill and give youngsters the beneficial social experience of matching skill and wit against strangers in a sportsmanlike manner.

Some studies show that as far as benefiting the high school program is concerned, it is at least as good for elementary and junior high boys to engage in extensive but unspecialized intramural activities which develop the fundamental movement skills (running, jumping, climbing, throwing, striking, pushing, pulling) as it is to have them spend time becoming skilled in the sports they will go out for in high school. Because boys of this age change so rapidly, it is difficult to tell just who

should be singled out for special attention. Therefore, at this exploratory period, it is better to give them all an opportunity to participate in a wide variety of activities.

## **Health considerations**

Due to the physical and emotional demands made upon the youngsters in such activities, it is essential that the school know of any health conditions which might make vigorous play inadvisable.

If youngsters below the tenth grade are going to engage in vigorous competition, even on an intramural basis, they ought to be trained or conditioned (for health and safety reasons) for this competition, just as older students are. This period of training should not be less than two weeks and should provide activity of gradually increasing intensity and duration.

Because certain dangers arising from anatomical immaturity are more critical at the elementary than at the high school level, boys of this age should not be subjected to great weight-bearing and shearing stresses near the joints of the body. For this reason, most health and educational organizations and the American Medical Association have gone on record as opposing tackle football for these boys.

If youngsters are known to be in good health, and if proper attention is given to their anatomical immaturity, clinical evidence indicates that they will not be harmed physically or emotionally by participation in well-conducted vigorous activity, whether it be within the school or between schools.

For our high school sports we expect teaching of proper techniques (safety is often involved), proper conditioning, good equipment and facilities, competent supervision and officiating, and proper regard for good hygienic practices and sanitation. We cannot justify any kind of sports competition for elementary and junior high youngsters, either within the school or between schools, unless we have the same standards.

For their enjoyment as well as their



safety, competing teams should be made up of youngsters in the same stage of maturity and skill, insofar as this equalization is possible. A good, easy to use classification plan is the McCloy age-height-weight formula (20 times age in years, plus 6 times height in inches, plus weight in pounds). If tables for using this formula are constructed beforehand, a boy's classification number can be quickly determined.

## Play days

To the extent that we have sports events apart from the ordinary daytime school environment, just to that extent do we magnify the importance of the games and tend to increase physical and emotional stresses. If we are going to have games between picked teams, either within the school or between schools, then we should examine most carefully the following practices: night games, mid-week games, long trips, organized cheering, emphasis on publicity, and some of the other practices which are associated with high school contests and which are being questioned at the present time.

Instead of the traditional inter-scholastic contests for youngsters below the senior high school level, educational organizations are asking schools to consider play days, sports days, and occasional invitational games which bring youngsters of two or more schools together. Play days involve teams or groups made up of youngsters from several schools. Sports days include activities in which the playing units are composed of youngsters from the same school. This kind of organized play puts the emphasis on social participation rather than on competition.

With these suggestions in mind, then, we should be able to establish workable policies for competitive sports that won't thwart the aspirations of the young Mantle fan nor yet endanger his physical development.

Reprinted from *The School Executive*,  
September, 1957



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# Convocation, November, 1957

## University of Alberta

Students in the Faculty of Education, listed below, were granted the following degrees, diplomas, and scholarships at the University of Alberta Convocation, held in Edmonton on November 2, 1957. The students were presented to Convocation by Professor H. T. Coutts, Dean of Faculty of Education, with the exception of those receiving the degree of bachelor of education in physical education who were presented by Dr. Maury Van Vliet, Director of the School of Physical Education, and those receiving the degree of master of education who were presented by Professor A. G. McCalla, Dean of the Faculty of Graduate Studies. Degrees were conferred by Dr. E. P. Scarlett, Chancellor of the University.

### THE SCHOLARSHIP OF THE BOARD OF GOVERNORS OF THE UNIVERSITY IN FIRST-YEAR EDUCATION

Florence Olga Huculak, Picardville

### THE UNIVERSITY SCHOLARSHIPS IN EDUCATION

Mary Anne Hancock, Gibbons  
Florence Olga Huculak, Picardville  
Helen Luba, Ellscoff

### THE EDMONTON JEWISH COMMUNITY COUNCIL SCHOLARSHIP

Hazel Joan Kindraka, Mundare

### THE P.E.O. SOUTHERN ALBERTA SCHOLARSHIP IN EDUCATION

Patricia Maureen Healy, Calgary

### THE FIRST-YEAR SCHOLARSHIP OF THE EDUCATION SOCIETY OF EDMONTON

Florence Olga Huculak, Picardville

### THE OLIVE M. FISHER PRIZE

Janet Ellen Tincknell, Calgary

### THE EDUCATION BOOK PRIZE

Angeline Lillian Condon, Edmonton

### THE JOHN WALKER BARNETT SCHOLARSHIP IN EDUCATION

Raymond Thomas Blacklock, Edmonton

### THE MILTON EZRA LaZERTE SCHOLARSHIP IN EDUCATION

Sonja Gotaas, Camrose

### THE HUBERT CHARLES NEWLAND SCHOLARSHIP IN EDUCATION

Margery MacFarlane, Calgary

### THE CEDRIC OLIVER HICKS SCHOLARSHIP IN EDUCATION

Angeline Lillian Condon, Edmonton

### THE HARRY DEAN AINLAY SCHOLARSHIP IN EDUCATION

Harold E. Reinders, Calgary

### THE WILLIAM ABERHART SCHOLARSHIP IN EDUCATION

Rachel Madeleine Brochu, Edmonton

### THE WILLIAM EDWARD FRAME SCHOLARSHIP IN EDUCATION

Billie E. J. McBride, Wainwright

### FIRST CLASS STANDING

#### Fourth Year:

Helen Margaret Baer, Edmonton  
John T. Predy, Bentley

#### Third Year:

Sr. I. Loyola (Barron), Rockyford  
Florence I. Danyluk, Calgary  
Marjorie McBeath, Calgary  
Effie R. Reid, Lethbridge  
\*Lloyd Wilbert West, Bentley

#### Second Year:

Lynne W. C. DeLeeuw, Stavelly  
Denise S. Helgason, Edmonton  
Anne M. Kornelson, Coaldale  
Deanna Laycock, Calgary  
Frederick C. Jorgenson, Calgary  
John Charles MacDonell, Cochrane  
Michael E. J. Orme, Calgary

\* University of Alberta Honour Prize

### ADMITTED TO THE DEGREE OF BACHELOR OF EDUCATION

Helen Margaret Baer, B.A.  
Mildred Ann Bloor  
Gertrude Bryan  
Marion Clarke  
Jennie Emery  
Hilda Irene English  
Ethel May Fildes  
Muriel Gentleman  
Alice Theresa Halbert  
Gladys Harper  
Marjorie Hawka  
Dorothy Day Jonason  
Beatha Louise Kissner  
Nancy Nagako Kondo  
Marie Georgina Lacoste  
Dorothy Jean Lowrie



Marjorie McBeath  
 Gwendolyn Lenore McCormack  
 Bessie McCully  
 Helen Adams McKay  
 Margaret Lillian Maginley, B.A.  
 Lena Bell Jeffrey Moore  
 Ruth Yvonne Morrison  
 Florence Mabel Nail  
 Gwendoline Joan North  
 Alice Gwendolyn Olson  
 Joyce Constance Onisko  
 Florence Winnifred Patterson  
 Dorothy Lena Pethybridge  
 Mary Helen Porges, B.A.  
 Margaret Jean Quigg  
 Vera Audrey Saunders  
 Dolores Marie Schultz  
 Florence Hazel Sedore  
 Frances Shaw  
 Rose Georgia Stepa  
 Sr. Marie Joseph-Hector (Boissonnault)  
 Sr. Anna Marie (Colton)  
 Sr. Aidan (Martin)  
 Jean Elizabeth Twiss  
 Verda Mary Etta Ullman  
 Irene Walasko  
 Ruth Lillian Wilson  
 Inez May York  
 Peter Anders, B.Sc. (Arts)  
 Victor Appleton  
 Raymond Evert Bean  
 Theodore Alexander Bodnar  
 Gustave Oleander Brocke  
 Norman Brouwer  
 Nick Bugiak  
 Patrick George Calancie  
 William Aubrey Cooke  
 Daniel Eugene Cournoyer  
 Richard William Duke, B.Sc. (Arts)  
 Richard Robert Eldridge  
 Ivor David Evans, B.A.  
 Kenah Edgar Arthur Exham  
 William Gelych  
 Anothe Reginald Genoway  
 James Lester George  
 Andrew Goroniuk  
 Ronald Maurice Greenslade  
 Svend Aage Hansen  
 Hiram Irving Hastings  
 John Hawrelko  
 Eric George Hohn  
 Edwin Ferdinand Janz  
 Edmund George Kluczny  
 Peter Cohen Kolawski  
 Orest Kotyshyn, B.Sc. (Eng.)  
 Martin Conrad Kuhl  
 Paul Kunz  
 William Kutt  
 Horace Vernon Lowry  
 Emil Nick Lukawesky  
 Ronald James McBeath  
 Morris John McCallum  
 John Gordon MacLean  
 Joseph Gerard Moquin, B.A.  
 Derek Vivian Morris  
 John Henry Murray  
 Peter Myronuk  
 Joseph S. Neufeld  
 Kenneth Donald Nixon  
 Harold Edward Parsons  
 Frank Lowell Peterson  
 Henry Jacob Rempel  
 Leo Russell Reynolds  
 Walter Howard Rowley  
 Michael Sawchuk  
 Dmitro Shelenko  
 Dmytro Nick Shinkaruk  
 Glen Sillito  
 James Ernest Simpson, B.Sc. (Arts)  
 John Skakun  
 Raymond Oliver Skaret  
 Alex Allan Sklarensko  
 William Frederick Stewart  
 Lorne Lester Strohschein  
 Henry Harold Unrau  
 Stephen Urchak  
 Herman Arnold Wallin  
 Harold Cecil White

Lawrence Paul Wozney  
 Stanley Zurek

## ADMITTED TO THE DEGREE OF BACHELOR OF EDUCATION AND GRANTED THE SENIOR DIPLOMA

Gudbjorg Osk Eugenia Arnason  
 Marie Jeannette Baxter  
 Margaret Irene Benedict, B.Com.  
 Eva May Crummy, B.Sc. (H.Ec.)  
 Susie Enns  
 Mary Beverley French  
 Shizue Susanne Oseki Hikida  
 Anne Paule Kernaleguen, B.Sc. (H.Ec.)  
 Edna Catherine Oestrich, B.A.  
 Sr. Ignatius Loyola, B.A.  
 Jean Elizabeth Williams  
 Evelyn Augusta Willison, B.A.  
 Harold William Archibald  
 Godfrey Brady, B.A.  
 Anton Caruk, B.A.  
 Lloyd Arthur Cribb, B.A.  
 Stanley Peter Dmytrash  
 Herman Hubert Dorin, B.A.  
 Colin Frank Edgecombe, B.A.  
 Hugh Stanley Ellis, B.Sc. (Eng.)  
 John Henry Ellis  
 Adam Neil Ellison  
 Father Francis James O'Grady, B.A.  
 Father Felix Joseph Paul Surette, M.A.  
 Edwin Linton Gaetz  
 John Henry Herrellers, B.A.  
 Lawrence William Knuth, B.A.  
 Victor Lopushinsky, B.Com.  
 John MacLeod, M.A., B.D.  
 Louis John Maiko  
 Richard Bruce Marsh  
 John Ralph Marshall, B.A., B.D.  
 Frank Daniel Oliva  
 Robert Scott Parry  
 William Burgess Shaw  
 George Edward Shiel  
 Charles Edward Simmons, B.Sc. (Eng.)  
 William Robert Sloan  
 William F. Tichowsky  
 Leonard Alfred Toole

## ADMITTED TO THE DEGREE OF BACHELOR OF EDUCATION IN INDUSTRIAL ARTS

John Theodore Karpoff  
 Metro Marchuk

## ADMITTED TO THE DEGREE OF BACHELOR OF EDUCATION IN INDUSTRIAL ARTS AND GRANTED THE SENIOR DIPLOMA

Robert James Twa

## ADMITTED TO THE DEGREE OF BACHELOR OF EDUCATION IN PHYSICAL EDUCATION

Wasyl Dymianiw  
 Eugene Edward Falkenberg

## ADMITTED TO THE DEGREE OF BACHELOR OF EDUCATION IN PHYSICAL EDUCATION AND GRANTED THE SENIOR DIPLOMA

Margaret Lorraine Recknagle

## ADMITTED TO THE DEGREE OF MASTER OF EDUCATION

Ada Alberta Lent, B.Sc. (H.Ec.)  
 Arthur K. Brimacombe, B.Sc. (Arts), B.Ed.  
 Alan Fergus Brown, B.Paed., B.A.  
 Lynn Gordon Hall, B.A., B.Ed.  
 Eddie Bertram Lindberg, B.Ed.  
 Gordon Ephraim Matthias, B.Ed.  
 Philip Gordon Miller, B.Ed.  
 Barry Cartright Munro, B.A., B.Ed.  
 Metro William Rudiak, B.Ed.



## AWARDED THE SENIOR DIPLOMA OF THE FACULTY OF EDUCATION

Zelma Maude Anderson  
 Mary Michiko Aoki  
 Alele Miriam Breckner, B.A.  
 Rachel Madeleine Brochu  
 Judith Rosemary Brown, B.A.  
 Constance Alberta Burnett  
 Hilda Buza  
 Keitha Dian Clark, B.A.  
 Bertha Allegra Clennin  
 Marian Ellen Currie  
 Cynthia Clare Downe  
 Margaret Caroline Elwell  
 Marlene Alice Franke  
 Ingeborg Annelie Frietag  
 Lenore Mollie Graham  
 Beulah Alberta Hinton  
 Irmgard Gertrude Hooks  
 Kathleen Elizabeth Hubbard  
 Helen Mae Hunter  
 Anne Janz  
 Jocelyn Margaret Kunert  
 Doris Alexandra Livingstone, B.A.  
 Mary Therese Lodoen  
 Erma Jean McCulloch  
 Avis Lucille Mackey  
 Annette Macpherson MacCallum Madsen  
 Grace Georgina Nelson  
 Norreen Sumi Nishiyama  
 Blanche K. Nuttycombe  
 Norma Anna Pedersen  
 Robina Polet  
 Dorothy Deane Porter  
 Effie Ruthema Reid  
 Nan Barton Robertson  
 Marion Barbara Ross  
 Ellen Gartman Rudzki, B.A., M.A.  
 Sylvia Mae Schawald  
 Marilyn Maude Ruth Stewart  
 Laura Mae Stillings, B.A.  
 Mary Marguerite Suca  
 Ellen Mable Swanson  
 Mildred Iris Swanson  
 Sr. Mary Fidelmia (Berkery)  
 Sr. Vivian Ann Chollak, B.A.  
 Sr. Frances Mary Coffey, B.A.  
 Sr. Clare Marie (Conroy), B.A.  
 Sr. Sainte Gemma (Girard)  
 Sr. Marie de St. Joseph (Heon)  
 Sr. Mary Marguerite (Sullivan), B.A.  
 Vivian Irene Tubb  
 Daisy Marjorie Whiteside  
 Patricia Mae Winnick  
 Joan Eleanor Workun  
 Polly Zip  
 James Mike Acton  
 John Androschuk, B.Sc.  
 Albert Bredenfeld  
 Jacob Brown  
 Arthur Byron Bustin  
 John Harry Chepeha  
 John Raymond Coad  
 Bernard Rene D'Aoust  
 Alexander Deleff  
 James Demanchuk  
 Jack Dobush  
 Clare James Drake, B.P.E.  
 Robert Maxwell Duke  
 Gordon Elmer Elhard, B.A.  
 Donald Clair Evason, B.A.  
 Gilles Georges Faget, B.A.  
 Alexander John Fedoruk  
 Hilaire Joseph Fortier  
 Father Alphonse Turenne  
 Peter Eddie Gabinet  
 John Gavinchuk  
 Allan Burnell Gibb  
 John William Goruk  
 James Dow Grieve  
 Emery Gruninger  
 Gordon Edward Hanson  
 Susky Julius Hardin, B.A.  
 Richard Henry Harris  
 Alec Hayduck  
 Donald Raymond Henderson  
 Louis Hochachka  
 Arthur Edward Holmberg  
 Peter W. Huculak  
 John William Kulba  
 Peter Carl Kulba  
 Edward John Kumish  
 Robert Merritt Lang  
 James Frederick Lavers  
 Alex Leonty  
 Richard Bruce Marsh  
 Ralph Horace Meeres  
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 Allan Francis Olson  
 Leo Narcisse Peltier  
 Ralph Gordon Pettibone  
 Kenneth Ernest Reeder  
 Donald Alfred Rix, B.Sc. (Ag.)  
 Allan Torquil Rostron  
 Raymond Roger Rutz  
 Ralph Harris Sabey  
 Peter Sawchuk  
 Murray Lesley Seward  
 Michael Smith  
 Mike Sokolowski  
 Peter Stefanchuk  
 James Gretton Swan  
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 Leslie Ray Tolman  
 Paul Martin Vaessen  
 John Franklin Welsh  
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 Harold Barber Wortman, B.Sc.  
 Austin W. Youngberg

## *Notice of Premium Increases*

The Occidental Life Insurance Company of California, underwriter of The Alberta Teachers' Association Group Insurance Plan, announces that, **effective January 1, 1958**, monthly premium rates will be increased as follows—

	From	To
<b>Member</b>	<b>\$2.25</b>	<b>\$2.90</b>
<b>Member and one dependent</b>	<b>4.50</b>	<b>5.85</b>
<b>Member and two or more dependents</b>	<b>7.00</b>	<b>9.10</b>

There will be no change in the coverage provided by the plan.



# President's Column



During the first week in November, I attended the annual convention of the Alberta School Trustees' Association in Calgary, as fraternal delegate from The Alberta Teachers' Association and as an observer. I had the opportunity to talk with a number of trustees individually and was impressed by their positive attitude to educational problems. On the other hand, a considerable number of delegates to the convention seemed, during debate on the floor, to be almost bitter in their references to teachers. It seemed to me that at least part of their bitterness was traceable to salary and other problems relating to the living and working conditions of teachers. That this sort of carping attitude towards teachers characterizes a number of 'seasoned' trustees must concern Alberta teachers.

Addresses by the Hon. A. O. Aalborg, Minister of Education, and the Hon. E. W. Hinman, Provincial Treasurer, were features of the three-day convention. Mr. Aalborg urged trustees to study the county system of municipal government carefully, adding that it was his hope that the ASTA would approve the intro-

duction of the county system on a province-wide basis next year.

Mr. Hinman outlined in some detail a proposed 'new deal' in municipal finance. The major feature of the proposal appears to be that all government grants would be paid quarterly to the county or municipal council. School boards would be required to requisition the local government authority for their total needs.

We have known for some time that something of this nature has been mooted. Ever since the introduction of the county system, municipal people have been seeking to make school boards fiscally dependent on municipal governments. When you consider Mr. Aalborg's and Mr. Hinman's addresses to the trustees and recent speeches to other organizations by other cabinet ministers, it seems clear that the government hopes to implement the county system throughout the province. And if this is true, we have real reason for being alarmed for the future of education in this province. History has shown that dissension and strife almost inevitably follow educational control by municipal authority. Wherever power to approve or disapprove total school budgets rests with municipal councils, it has been used in the long run to dictate how the school system shall be run. American experience, which is considerable, indicates clearly that municipal councils with fiscal control over school boards have with impressive frequency played the role of opposition to educational authorities. Traditionally, their attitude has been to restrict, to curtail, and to, at best, perform reluctantly educational duty.

Education is a unique function of government in our democracy. School trustees, in particular, should know that education is not just another municipal service, and should fight to the last ditch for fiscal independence of school boards.



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## A Community, A College, and A Curriculum

(Continued from Page 17)

of the college and the ultimate responsibility of the faculty. The college ought itself to serve as a model of the democratic processes and of human, yet scientific, dedication. Such a condition can be maintained only within a matrix of liberties: freedom to introduce experimental concepts in curriculum, freedom to submit new courses to the market place of faculty opinion, freedom to question, to dissent, and to evaluate.

An essential characteristic of any useful social institution is that it must, perhaps unwittingly and haphazardly, cater to some basic social need. Not infrequently in the past, colleges, as long as they satisfied some of the basic cultural needs, were not greatly concerned that other needs lagged or were neglected entirely. But modern society today with all its costs and complexities cannot condone any longer the luxury of 'cut-and-try' in higher education. If tax-supported colleges are to meet the challenge ahead, the old approach must be quickened by self-conscious adaptations and scientific studies to anticipate the needs of a community. New courses and disciplines ought to be examined and organized. New ideas and techniques must be explored. New relationships with institutions, such as clinics and hospitals, must be established. Finally, every area of curriculum must be under constant evaluation and reappraisal if we are to accommodate, without sacrifice of quality, the swelling numbers and gigantic enrolments bearing down upon us.

Reprinted from *Educational Leadership*,  
November, 1957





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# Letters to the Editor

To the Editor—

Would anyone who knows the name of any teacher who is a long-term patient in any of the Calgary hospitals, for example, the Baker Memorial Sanatorium, please notify the Calgary City Local of the Alberta Teachers' Association. The local is anxious to send visitors to such teachers. It feels that such visits

to teachers—often far from home and from professional contacts—would improve the morale of the patients and help to keep them in touch with teaching. Names should be sent to the undersigned.

Yours truly

MARGARET I. JACKSON  
Corresponding Secretary  
Calgary City Local, ATA  
611-9 Avenue N.W.  
Calgary

To the Editor—

It is not at all difficult to understand the confusion of the unhappy cover boy of the November issue. Even after teaching junior high mathematics for a number of years, I find myself quite nonplussed by the figures presented.

For one thing, it is hard to know what to do with groups of figures when there is no sign indicating either the operation to be performed or the relationship existing between the figures.

For another, those straight "X's", if intended to be used algebraically, constitute a heretical departure from the accepted practice of mathematical calligraphy.

Why the storm in a teapot? Deep sympathy is the answer: for the unfortunate student who has already bitten his finger down to the first joint in his perplexity, and for the unlucky teacher who will have to spend the first three months of next year un-teaching him the slovenly work habits he is being taught now.

Yours truly

HUGH J. IRVING

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**Editor's Note—** Thank you, Mr. Irving for your comments on the November cover. We join you in your sympathy!



# NEWS *from* our Locals

## Election Results

At the reorganization meeting of the **Bawlf-Rosalind Sublocal** on October 8, Fritz Brockman was elected president. Doris Scheidegger was chosen as vice-president, and George Hooper, as secretary-treasurer. The members, at their second meeting on November 6, considered common problems which might be suitable for group discussion topics. Plans were made for the annual Christmas party.

Teachers of the **Boyle-Grassland Sublocal** held their reorganization meeting at the Boyle School on November 6. Staff members from Boyle, Grassland, Hammond, Toles, and Frains were present. The following slate of officers was chosen: Steve Chodan, president; Yosh Kabayama, vice-president; Mrs. Ruby Edwards, secretary; and Gloria Saley, press correspondent. Social Studies, the unit method, methodology, and individual differences were among the topics suggested for discussion periods during the coming year. The study and evaluation of possible changes in report cards, which would enable teachers to send to parents a clearer picture of a child's progress, was proposed as a sublocal project. Interschool competitive sports also came in for discussion with the possibility of organizing a league.

Gene Kowalchuk was elected president at the organization meeting of the **Colinton-Perryvale-Rochester Sublocal** held in October. Other officers are Harry Kossovan, vice-president; Mrs. J. Golonka, secretary-treasurer; and Mrs. R. Waterhouse, press correspondent. The Atha-

basca Local delegate to the Banff Conference is to address the next meeting.

The **Foothills Local** will operate for the coming year under the presidency of Stan Kretz, with William Dubb, vice-president. The secretary is Mrs. I. Denison, and the councillors are P. Husby and H. Nicol. The officers were elected at a dinner meeting on November 1 at the Purple Lantern. Tom Sugden was in charge of banquet arrangements. Roy Eyres of head office staff was in attendance.

The **Lamont-Bruderheim Sublocal** elected its new executive on November 7. Dan Rudko is president; M. Witwicki, vice-president; Mrs. N. Riggs, secretary; Mrs. P. Calvert, librarian; and Mrs. O. Worbets, press correspondent. Mrs. Calvert led a discussion on the professional library. It is hoped that the teachers will take advantage of the many excellent books on hand.

Teachers at the first meeting of the **Leduc Sublocal** elected the following slate: Dorothy Lowery, president; Peter Evanechko, vice-president; Mrs. Rose Evanechko, secretary-treasurer; Mrs. Margaret Sivertson, press correspondent; Alex Sklarenko, salary policy committee representative; and Mabel Geary, local representative. The members discussed the fall convention program and coverage under MSI.

Officers for the **Olds Local** were elected at the business meeting held on November 1 following the Calgary District Convention. Superintendent S. Hooper is the honorary president; with F. C. Marfleet, president; Mrs. Alyce Francis, vice-president; and Wayne F. Stauffer, secretary-treasurer. Press correspondents are Mrs. E. M. Ross, Mrs. M. Clayton, and Mr. Stauffer. Councillors are Donna Maynes, Mr. Marfleet, and Mr. Stauffer. Mr. Marfleet will also serve on the salary committee, along with Miss E. Olsen, J. Harder, H. Rempel, N. Floen, and Malcolm McBain. On the convention committee are E. T. Wiggins, and A. L. Oke.



The slate of officers for the **Spirit River-Rycroft Sublocal** consists of: Mrs. U. Delfs, president; Mrs. D. Mitchell, vice-president; Miss S. Sawyer, secretary-treasurer; and Mrs. D. Fraser, press correspondent. The first project in the year's program will be a study of acceleration and retardation; the committee in charge are S. C. Wishloff, Sister Philips, and Mrs. G. Bryan.

Elected at the November 6 organization meeting of the **Sony Plain-Spruce Grove Sublocal** were: W. Willing, president; R. Christensen, vice-president; L. Reynolds, secretary-treasurer and councillor; and Miss B. Barker, press correspondent. The members passed a motion recommending a local teachers' bonspiel. The second Monday of each month was selected as the date for meetings.

New officers were elected at the November 20 meeting of the **Strathmore Sublocal**. President is Art Eccles, with Jack Crellin, vice-president; Elva Philips, secretary-treasurer; and Jean Midyette, press reporter.

At a meeting of the **Sundre Sublocal** on November 18, Mrs. Grace Peterson, retiring president, conducted the election of officers for the coming year. The results were: C. Hildebrand, as president; Mrs. J. Gochee, vice-president; H. Rempel and Mrs. D. Conway, local councillors; and Mrs. M. Corbett, press correspondent. Mrs. Peterson reported on the reading institute for junior high school teachers held recently at Didsbury. Plans were made for the annual Christmas banquet.

### **Beaverlodge - Elmworth - Wembley Sublocal**

At the regular sublocal meeting on November 21, G. Loven presented an outline of sublocal programs. Mrs. D. Dalglish explained the idea of having a question box to serve as a means by which the teachers could have questions or problems discussed by the sublocal group. Superintendent N. J. Andruski was guest speaker. Under the topic of

testing as an aspect of evaluation in the school, Mr. Andruski discussed the values of teacher-made and standardized tests, and pointed out that a diagnosis of pupil difficulties through testing is essential for proper guidance of the teacher in applying correct remedial action.

### **Bowden Sublocal**

The sublocal members were hosts to the Dickson-Markerville Sublocal group at a supper meeting in Bowden on November 13, attended by 30 members and friends. Entertainment was provided by Walter Sick, soloist, accompanied by Miss E. Church. Miss G. Pye gave the second report on the physical training program and displayed the file cards prepared on games. W. Mewha, principal of Markerville School, explained how the staff had successfully participated in the Strathecona Trust Physical Training competition. As a part of the language project, two filmstrips, "Learning to Spell" and "Memory Aids", were shown. The superintendent of the Bowden Institute, B. C. Jakeman, told of his experience beyond the Arctic Circle while a member of the RCMP.

### **Clive - Satinwood Sublocal**

The teaching of formal grammar was the topic of discussion at the sublocal meeting on November 6, attended by 18 teachers. Many ideas were expressed and a most interesting discussion resulted. Mrs. R. Ogilvie reported on tentative plans for the music festival to be held next spring.

### **Dickson - Markerville Sublocal**

The November sublocal meeting was held at the home of Mrs. Kay Johnson. Under the chairmanship of Principal W. Mewha, reports were given by Mrs. Johnson, Mrs. Phyllis Johannson, and Mrs. Grace Mewha on methods of teaching writing. In spite of the present means of making permanent records, handwriting remains a skill essential to modern living. The panel discussion which followed was concluded by Mr. Mewha. Congratulations were extended to W. R. Sloan of Dickson on receiving his senior diploma



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in education. The Markerville School was also congratulated for winning the Strathcona Trust Award for Central Alberta, under the capable leadership of Mr. Mewha.

### **Drumheller Sublocal**

Fall meetings of the sublocal have been held in the Drumheller High School. In November, the teachers enjoyed interesting reports given by Grade XII students, Beverly Colberg and Roberta Hoy, on their experiences at the Little United Nations Sessions held at Banff during the summer. An excellent film on the St. Lawrence Seaway project was also shown. An evening of curling, followed by a social hour, was planned for the December meeting. Sublocal officers are: T. H. Hanson, president; M. Coughlin, vice-president; Mildred Branum, secre-

tary-treasurer; and Mrs. M. White, press correspondent.

### **Red Deer Rural Sublocal**

About 50 teachers of the Red Deer Sublocal and their guests met for a smorgasbord at the River Glen School on November 20. Following a short game period conducted by Mr. Griffiths, special guests, Mr. and Mrs. M. Cunningham, showed and commented on slides taken last winter on a trip to the Orient and Australia.

### **Smoky Lake, Warspite, Waskatenau Sublocal**

W. Necyk of Vilna gave an interesting report on the Banff Conference which he attended last summer, at the sublocal's regular meeting on November 7. Members also discussed the possibility of improving convention programs.

## **The Byline Beat**

*(Continued from Page 2)*

interesting to those people in Alberta who are planning junior colleges.

Are you bothered about blue-jeans and other 'sloppy-Joe' attire among your students? Mr. Handel, principal of Oneida Junior High School in Schenectady, New York, describes his own school situation in his article, "Can We Outlaw Fad Clothing?"

The Division of Educational Administration and Supervision of the Faculty of Education announces fellowships for graduate study tenable in 1958-59. This year, the division has students from across Canada, indicating that the program is becoming national in emphasis.

Grace L. Duggan, B.Sc., B.Ed., M.S., of the School of Household Economics, University of Alberta, reports some interesting findings in her article, "The Home Economics Teacher". She states that studies have shown that marital status has no effect on the marks obtained in home economics university courses. Students who carried two courses at summer school did as well as those who carried one.

School staffs need to examine their intramural and interschool sports programs. In his article, "Competitive Sports Below Grade Ten", Dr. Wear, associate professor of physical education for men at the University of Nebraska, stresses

the need to study factors such as physical maturity, health conditions, and emotional maturity.

It is our custom to publish each year the Fall Convocation list, noting the achievements of many of our members. The long list of teachers is tangible evidence of the drive to full professional preparation.

A salute to Calgary City Local for its offer to undertake regular visits to teachers confined for long periods to Calgary hospitals. Contact Miss Margaret I. Jackson, 611 - 9 Avenue N.W., Calgary.

Following his election as vice-president of The Alberta Teachers' Association on November 30, R. F. Staples resigned as district representative for the Edmonton District constituency. A bye-election for this geographic district has been authorized by the Executive Council.

Each year at this time, our mailing list for officers and committee chairmen of local associations is a headache. Right now, we have received about two-thirds of the local report forms, and consequently your local may not receive mailings from head office, such as newsletters and salary bulletins.

It's not the end of our magazine year but it's Christmas, and so our thanks to our contributors and our very special best wishes for a happy holiday season to you, our readers. FJCS



## *Retired Teachers*

Best wishes for many years of health and happiness are extended by the Alberta Teachers' Association to the following retired teachers.

These teachers, who have retired from teaching service during the year, served for 25 or more years with their last employing school board.

Name	Last employment	Years of service
*Edward Maxwell Beckwith	Edmonton S.D. 7	39 years
Evelyn Carson	Calgary S.D. 19	39.5 years
Ruth Cherry	Calgary S.D. 19	33 years
Robert K. Colter	Edmonton S.D. 7	29 years
John B. Copeland	Calgary S.D. 19	28 years
Gertrude Cornell	Edmonton S.D. 7	29 years
Inez V. Ferguson	Calgary S.D. 19	28.5 years
Ford Everett Graham	Calgary S.D. 19	40 years
Benjamin Hager	Edmonton S.D. 7	34 years
Robert W. Harrison	Medicine Hat S.D. 76	27 years
M. Winnifred Henderson	Medicine Hat S.D. 76	41 years
Eva O. Howard	Edmonton S.D. 7	43 years
Robert J. Hughes	Coal Branch S.D. 58	34 years
Flora G. MacKinnon	Calgary S.D. 19	42 years
Ruth McMillan	Calgary S.D. 19	37 years
Verna V. Milburn	Calgary S.D. 19	39.5 years
Arthur O. Millions	Edmonton S.D. 7	36 years
*Everett Boyd Ooley	Edmonton S.D. 7	31 years
Kathleen M. Ramsey	Calgary S.D. 19	37 years
Maurice Rookwood	Edmonton S.D. 7	37 years
Kathleen Roy	Lethbridge Sep. S.D. 9	32 years

*\*We regret to report that Mr. Beckwith died on March 28, and Mr. Ooley on July 23, 1957.*

Teaching service and pensionable service are not necessarily the same. Pensionable service is teaching service from the date of the thirtieth birthday only.

*Season's Greetings*

to all members of the

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## Preparation of Research Workers

*(Continued from Page 13)*

perpetual struggle to find time enough to teach; to advise on research problems; to conduct his own research; to keep up knowledge of his content field, of methodology in research, and of statistics. In this impossible task the college could give more help than it usually does. It could provide research assistants, thus also helping such assistants in their own preparation. It could set up a plan to provide skilled advice to faculty members through seminars for small groups of faculty now guiding student research. Thus one specialist in statistical methods might do more for an institution by working intensively with eight or ten faculty members on problems of sampling, for example, than by trying to give advice on sampling to all the individual advisees of those same faculty members.

My sixth group is composed of persons destined to become coordinators of research, heads of research agencies, or directors of bureaus of research.

The person who directs an educational research agency needs to be a true generalist, with enormously wide interests. He must first of all know education. Preferably he will have had considerable practical experience in education, and he will have thought deeply about educational issues. He will have imagination to recognize significant problems and to see feasible ways in which research can be made to bear upon their solution. He will have the ability to release the creative powers of members of his staff. Most important, he must have skill in interpreting the purposes and the work of his agency to a board of directors, to foundations, to the community. He does not need great skill in the minutiae of research but needs to value such skill in others. He needs to know enough about all kinds of methodology to have a clear sense of what can or cannot appropriately be done in particular circumstances, to prevent major blunders. He must not be a novice in any of the major research arts, but neither does he need to be the

most expert member of his staff in any of them.

Obviously this is not the type of person who is sometimes encouraged to 'escape into research' because he has a gift for details and is too shy or finds too much difficulty in human relations to be a successful teacher. A non-social person can be extremely useful in many aspects of the work of a research agency, but never in its key position.

How we can recruit such persons is a very difficult problem. These gifted individuals are in demand in every field. By the time they reach our graduate schools, some are already committed to other careers, or they may have acquired an early antipathy to mathematics which makes statistics a much-feared subject and conditions them against interest in research.

When we do find a rare person of the type needed, we should give him every advantage. He should have much more than the minimum program required for the doctorate, because he must take all the courses in research and statistics which the institution offers and must also make an extensive study of the foundations of education and the problems of administration. If his undergraduate mathematics was weak, he will have to strengthen that also. He should have the opportunity to work as research assistant on more than one type of research project, and he will profit by such research internships as can be made available.

### Summary

In summary, then, my first point is the need to make a more active search for young persons with research potential and to show them the possibilities of a career in educational research.

My second point is that at present the research training we offer is too largely talking about research rather than involvement in it and is too narrowly directed toward the successful completion of the student's own first research



project or toward the conduct of research in a single narrow field. We have put far too little effort on the discovery and development of the research generalist, the interpreter, the statesman.

My third point is that, if research is to make a real impact on education, a widespread positive attitude toward research must be produced in school people and in laymen. To this end the research worker and the teacher of research methods must seek the active cooperation of all educational practitioners. Some consideration of how to implement research findings and how to promote a climate of research-mindedness might well be part of courses on research methods. Let us not forget that the legislators of the future, who will some day control the expenditure of public funds for research, are now students in our elementary and secondary schools.

My fourth point is the need of internships and research assistantships as a part of the preparation of the research

worker. The creation of more bureaus of institutional research in our universities, the development of more active cooperation in research between schools of education and the field, a more generous allotment of university funds for assistance to professors conducting important research, are steps which schools themselves could take to this end. Even more important would be securing government and foundation grants for large-scale undertakings in educational research.

Reprinted from **The Elementary School Journal**,  
October, 1957

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*Always do right. This will gratify some people and astonish the rest.*  
—Mark Twain

# SUMMER SESSION 1958

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### SPECIAL NOTICE

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## Leadership in English Schools

(Continued from Page 8)

by unrewarding and unchallenging work, and on the other they have not been disheartened by work beyond their capabilities. Whitehead has written that "in the conditions of modern life the rule is absolute, the race which does not value trained intelligence is doomed", but at the same time the less able pupils must also be provided with the opportunity to work and learn to the limit of their capacity.

Against all this the role of the principal stands sharply defined. He must be a man well-versed in the principles and ideals of education and with a mind disciplined by deep study of his own special subjects, which can be applied to the new and ever-changing problems presented by his school, his teachers, and his pupils. He must know the people he is dealing with, their capabilities, their strengths and weaknesses. He will do this best by giving as much of his time as possible to working with them in the privacy of his own room, in teachers' meetings, and in the classroom, where

his own scholarship, which helped to single him out for his position, can establish standards of learning and instruction which should overflow into many other branches of school work and the corporate life of the school. In any case, he would wish to associate himself with these corporate activities, not only by taking part, but by exerting his influence in maintaining high intellectual and moral standards. His administration must be effective, yet humane, and he will need to play on the strengths of his personnel rather than to dwell on their weaknesses. He cannot begin to do many of these things if he has not that essential quality of leadership which inspires his school and demands loyalty. The success of any school is directly proportional to the spirit of cooperation, arising from good leadership, which is exhibited by all the school's component parts. The history of English schools from mediaeval times reflects that the reputation of a school in the eyes of a discerning public and the teaching profession generally, reacted sharply with the ability and the integrity of the school's leader.

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## *In Memory*

Name	Last Employment	Date of Death
Olive R. Bresee	Castor S.D. 27	Apr. 17, 1957
Frank W. Coffey	Edmonton Sep. S.D. 7	Apr. 26, 1957
Hazel Crooks	St. Mary's River S.D. 2	Apr. 22, 1957
Loris Anne Gable	Edmonton S.D. 7	June 2, 1957
Iva Marie Light	Grande Prairie County 1	Dec. 18, 1956
Rev. Alexander D. Macdonald	Edmonton Sep. S.D. 7	Aug. 16, 1956
*Hiram Horton McKim	Calgary S.D. 19	Mar. 8, 1957
Bernard Joseph O'Regan	Lac la Biche S.D. 51	Nov. 16, 1956
Helen Parakin	Red Deer Valley S.D. 55	Dec. 26, 1956
Myrtle Parkinson	St. Mary's River S.D. 2	Jan. 5, 1957
*Edith Purdy	Hanna S.D. 2912	Apr. 12, 1957
James E. Richardson	Clover Bar S.D. 13	May 11, 1957
Marion Stewart Schrag	Vulcan County 2	Apr. 27, 1957

\*Pensioners

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## Executive Council By-Election

A by-election will be held during February, 1958 to fill the unexpired term on the Executive Council of the Alberta Teachers' Association of the district representative for the Edmonton District constituency.

A candidate for the office of district representative for the Edmonton District constituency, for the term expiring Easter, 1959, may be nominated by the following locals: Barrhead, Clover Bar, Coal Branch, Edson, Lac Ste. Anne,

Leduc, Stony Plain, Sturgeon, Westlock, and Wetaskiwin.

Nomination and acceptance of nomination forms will be sent to the secretaries of the local associations concerned. Where there have been changes in local secretaries, head office should be informed immediately. Nominations and acceptance of nominations, in the form prescribed by the Executive Council, **must be received at head office on or before 5 p.m., Monday, January 27, 1958.**



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# Secretary's Diary

## Meetings

- November 28 — Board of Teacher Education and Certification.
- November 29 — General Curriculum Committee.
- December 2, 3, and 4 — Western Conference of presidents and secretaries of teachers' associations. The conference was held in Winnipeg this year. Mrs. Inez K. Castleton and W. Roy Eyres represented the Alberta Teachers' Association.
- December 4 — General Management Committee for the study of gifted children in Zone 2 (ASTA). Michael Skuba, T. H. Murray, and I are on the General Management Committee and Mr. Skuba is on the Executive Committee.

## December Executive Meeting

The Finance Committee of the Executive Council met the evening of December 5, and the Executive Council on December 6 and 7. Among the more important topics on a very heavy agenda were: what steps the Association may have to take in order to protect teachers and principals in cases of transfer or dismissal "without cause"; our presentation to the Royal Commission on Education, which, it is reported, will be appointed at an early date; plans for the Canadian Conference on Education to be held in Ottawa, February 17, 18, 19, and 20; details of a program for public relations; a report of salary negotiations; plans for regional conferences in 1958; reports of several conventions and conferences; the regular report of the Finance Committee; and plans for the Annual General Meeting, 1958.



## Revision of the Bachelor of Education Programs

A committee to study the secondary route in the bachelor of education program met on November 15, and another committee to study the elementary route of the bachelor of education program met on November 28. I am reasonably certain that teachers will approve of the proposed revisions in the secondary route. In my opinion, this program is satisfactory in all respects, including the number of academic courses, flexibility, adequate provision for majors and minors, and a proper balance of content courses and professional courses, not only for the total program but for each year. There is still considerable difference of opinion about the program for the elementary route.

*Eric Ansley*

*The Executive Council of the Alberta Teachers' Association,  
the Board of Administrators, Teachers' Retirement Fund, and  
the staff, extend to all their friends and associates*

*Best Wishes for Christmas and the New Year*

INEZ K. CASTLETON,  
president

ERIC C. ANSLEY,  
general secretary-treasurer

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